



Rivermead Primary Waves of Intervention

School Year 2020/21							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 1	Inclusive quality first teaching for all						
	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Differentiated curriculum -Differentiated delivery -Differentiated outcome -Differentiated resources -Visual aids -ICT facilities -Collaborative working -Progress reviews -Intervention groups 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> -Flexible teaching arrangements -Structured school and class routines -Differentiated curriculum delivery -Differentiated outputs -Visual aids -Visual timetables -Use of symbols -Certificates to take home -Celebration assemblies -School council -Home/school communication books -After school clubs -Staff modelling and reinforcing appropriate behaviour -Whole school INSET -Parent workshops -Informed Governors -Parent meetings/annual reports 		<p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Whole school and class reward system -Whole school/class rules -Whole school policy for behaviour -Buddy system -Rich PSHE curriculum -Circle times -Home/school communication books -Play leaders scheme 		<p>Sensory/Physical/Medical</p> <ul style="list-style-type: none"> -Flexible teaching arrangements -School Medical Care plans -Readily available resources -Environmental audit -Whole school medical training -Staff briefings -Fine Motor Skills support -Gross Motor Skills support 	



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Additional interventions to enable students to work at age-related expectations or above							
Wave 2	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Phonics group -Blending group -1:1 counting correspondence group -CVC writing group -Maths booster group -Additional reading -2D shapes -3D shapes 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Priority reading with TA -Phonic & caption writing - Phonics with TA -Sound linkage -Handwriting practise group -Numbers and counting -Planned opportunities to repeat task to an adult -Planned adult support in class to begin a task -Directed adult focus group in class -Individualised group/paired work -Individual learning plans 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Priority reading with TA -Phonics phase 3 - Phonics with TA -Sound linkage -Handwriting practise group -Number -Planned opportunities to repeat task to an adult -Planned adult support in class to begin a task -Directed adult focus group in class -Individualised group/paired work -Individual learning plans -LSS writing support 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Planned opportunities to repeat task to an adult -Directed adult focus group in class -Planned adult support in class to begin a task -Priority reading with TA -Phonics support -Precision monitoring -1:1 writing support -Handwriting -LSS writing support -Individualised group/paired work 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Planned opportunities to repeat task to an adult -Directed adult focus group in class -Planned adult support in class to begin a task -Priority reading with TA -Precision monitoring -1:1 writing support -Handwriting -LSS writing support -Individualised group/paired work -Individual learning plans 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> -Numicon -Planned opportunities to repeat task to an adult -Directed adult focus group in class -Planned adult support in class to begin a task -Maths reinforcement with TA -Success at Arithmetic-Calculations with TA --Success at Arithmetic-Number Sense with TA -Testbase Daily Arithmetic with TA -Precision monitoring -Priority reading with TA -CGP comprehension group -Past SATs Papers Comprehension group -Testbase grammar with TA -Handwriting 	



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<p>Communication and Interaction</p> <ul style="list-style-type: none"> -1:1 Speech and Language support -Early Listening and Communication group -Vocabulary group -Following instructions group -Prompt cards -Direct modelling of appropriate language/ responses - Individualised games to improve language skills -Direct use of students name to aid re-focussing 	<ul style="list-style-type: none"> -LSS writing support -TRACKS -Writing slope -Precision monitoring <p>Communication and Interaction</p> <ul style="list-style-type: none"> -Individualised activities planned which take in to account speech and language difficulties -Additional adult support which is targeted and monitored regularly -Individualised seating plan for children with sensory perceptual differences -Tailored opportunities for role play -Early listening 	<ul style="list-style-type: none"> -TRACKS -Writing slope -Precision monitoring <p>Communication and Interaction</p> <ul style="list-style-type: none"> -Individualised activities planned which take in to account speech and language difficulties -Additional adult support which is targeted and monitored regularly -Individualised seating plan for children with sensory perceptual differences -Tailored opportunities for role play -Early listening <p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Lego club 	<ul style="list-style-type: none"> -Individual learning plans <p>Communication and Interaction</p> <ul style="list-style-type: none"> -Direct simple, clear instructions -Individualised activities planned which take in to account speech and language difficulties -Direct modelling of appropriate language/ responses -Individualised games to improve language skills -Additional adult support which is targeted and monitored regularly -Individualised speaking and listening activities -Individualised checking of understanding 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> -Direct simple, clear instructions -Individualised activities planned which take in to account speech and language difficulties -Direct modelling of appropriate language/ responses -Individualised games to improve language skills -Additional adult support which is targeted and monitored regularly -Individualised speaking and listening activities -Individualised checking of understanding 	<ul style="list-style-type: none"> -Priority reading with TA -LSS follow up work -Handwriting practice -Individualised group/paired work -Individual learning plans <p>Communication and Interaction</p> <ul style="list-style-type: none"> -Direct simple, clear instructions -Individualised activities planned which take in to account speech and language difficulties -Direct modelling of appropriate language/ responses -Individualised games to improve language skills -Additional adult support which is targeted and monitored regularly -Individualised speaking and listening activities -Individualised checking of understanding -Direct use of students name to aid re-focussing -Individualised seating plan for children with sensory perceptual differences 	<ul style="list-style-type: none"> -Individualised group/paired work -Individual learning plans <p>Communication and Interaction</p> <ul style="list-style-type: none"> -Direct simple, clear instructions -Individualised activities planned which take in to account speech and language difficulties -Direct modelling of appropriate language/ responses -Individualised games to improve language skills -Additional adult support which is targeted and monitored regularly -Individualised speaking and listening activities -Individualised checking of understanding -Direct use of students name to aid re-focussing -Individualised seating plan for children with sensory perceptual differences
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	<p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Social skills groups -Individualised timetables -Now and next cards -Social stories -Understanding our feelings group -Chill Kids -Additional transition visits into school -Phased transition into school -Nurture group -Individualised reward system -Additional parent meetings 	<p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Lego club -Nurture group -20/20 lunchtime club -Individual reward system -Speech and language programme with TA -Individual visual timetable -Playtime check-ins -Daily check-in with an adult -Additional parent meetings <p>Sensory/Physical /Medical</p> <ul style="list-style-type: none"> -Regular intervention sessions in small groups for fine and gross motor skills -OT with TA -Calming activity box 	<ul style="list-style-type: none"> -Nurture group -20/20 lunchtime club -Individual reward system -Speech and language programme with TA -Individual visual timetable -Playtime check-ins -Daily check-in with an adult -Additional parent meetings <p>Sensory/Physical /Medical</p> <ul style="list-style-type: none"> -Regular intervention sessions in small groups for fine and gross motor skills -OT with TA -Calming activity box -Allowing extra time to complete tasks 	<ul style="list-style-type: none"> -Direct use of students name to aid re-focussing -Individualised seating plan for children with sensory perceptual differences <p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Nurture group -20/20 club -Individual reward system -Speech and language programme with TA -Individual visual timetable -Playtime check-ins -Daily check-in with an adult -Additional parent meetings -Temporary location change within school site -Use of 'time out' 	<ul style="list-style-type: none"> -Direct use of students name to aid re-focussing -Individualised seating plan for children with sensory perceptual differences <p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Nurture group -20/20 club -Individual reward system -Speech and language programme with TA -Individual visual timetable -Playtime check-ins -Daily check-in with an adult -Additional parent meetings -Temporary location change within school site -Use of 'time out' 	<p>monitored regularly</p> <ul style="list-style-type: none"> -Individualised speaking and listening activities -Individualised checking of understanding -Direct use of students name to aid re-focussing -Individualised seating plan for children with sensory perceptual differences -Tailored opportunities for role play <p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Nurture group -20/20 club -Individual reward system -Speech and language programme -Playtime check-ins 	<ul style="list-style-type: none"> -Tailored opportunities for role play <p>Emotional, Social, Mental Health</p> <ul style="list-style-type: none"> -Nurture group -20/20 club -Individual reward system -Speech and language programme -Playtime check-ins -Daily check-in with an adult -Additional parent meetings -Use of 'time out' <p>Sensory/Physical/Medical</p> <ul style="list-style-type: none"> -Pencil grip -Fiddle toy -Regular intervention sessions in small groups for fine and gross motor skills -Allowing extra time to complete tasks -Monitoring safety in practical lessons/risk assessments
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	<p>Sensory/Physical/Medical</p> <ul style="list-style-type: none"> -Fine motor control group -Gross motor skills development -Scissor skills development -Sensory/wobble cushions -Calming activity box -Fiddle toys -School medical care plans -Toilet plans 	<ul style="list-style-type: none"> -Allowing extra time to complete tasks -Leaving lessons early to avoid congestion -School Medical Care Plans -Movement breaks -Fiddle toy -1:1 quiet area -Wobble cushion -Sensory circuits 	<ul style="list-style-type: none"> -Leaving lessons early to avoid congestion -School Medical Care Plans -Movement breaks -Fiddle toy -1:1 quiet area -Wobble cushion -Sensory circuits 	<ul style="list-style-type: none"> -Social stories <p>Sensory/Physical /Medical</p> <ul style="list-style-type: none"> -Pencil grip -Fiddle toy -Regular intervention sessions in small groups for fine and gross motor skills -OT with TA -Calming activity box -Allowing extra time to complete tasks -Leaving lessons early to avoid congestion -Monitoring safety in practical lessons/risk assessments -School Medical Care Plans -Movement breaks 	<ul style="list-style-type: none"> -Social stories <p>Sensory/Physical /Medical</p> <ul style="list-style-type: none"> -Pencil grip -Fiddle toy -Regular intervention sessions in small groups for fine and gross motor skills -OT with TA -Calming activity box -Allowing extra time to complete tasks -Leaving lessons early to avoid congestion -Monitoring safety in practical lessons/risk assessments -School Medical Care Plans -Movement breaks 	<ul style="list-style-type: none"> -Daily check-in with an adult -Additional parent meetings -Temporary location change within school site -Use of 'time out' <p>Sensory/Physical /Medical</p> <ul style="list-style-type: none"> -Pencil grip -Fiddle toy -Regular intervention sessions in small groups for fine and gross motor skills -Allowing extra time to complete tasks -Monitoring safety in practical lessons/risk assessments -School Medical Care Plans -Movement breaks 	<ul style="list-style-type: none"> -School Medical Care Plans -Movement breaks
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	Additional highly personalised interventions
Wave 3	<p>Sensory/Physical/Medical</p> <ul style="list-style-type: none"> -Adapted materials for children with co-ordination difficulties -Advice and support from an Occupational Therapist -Advice and strategies for all staff -Access to specific resources -Minor modifications to buildings e.g. ramps/toilets/car parking -Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school such as OT and school Nurse. <p>Cognition and Learning</p> <ul style="list-style-type: none"> -Intensive support in one or more curriculum areas by TA -Structured programme – based on Education Health Care Plan (EHCP) -Individually prepared materials in one or more curriculum area -Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school such as EP and LSS. -ICT to support presentation and reinforce learning keyboard skill, word processor <p>Emotional, Social and Behavioural</p> <ul style="list-style-type: none"> -Consistent use of behaviour programmes which clearly outline rules, positive reinforcement and appropriate sanctions -Behavioural support plans – individual intervention -1:1 support and modelling -Behaviour programme e.g. managing emotions -Training for staff supporting SEND children with ESMH needs -Individual arrangements for internal and external testing -Additional planning and arrangements for transition -Individually revised timetable/adapted curriculum - Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school such as EP and Foundry. <p>Communication and Interaction</p> <ul style="list-style-type: none"> -Advice/support from outside agencies to develop programmes, strategies and approaches in collaboration with school, such as SALT and CAMHS. -Give clear and concise individual instructions



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- Individual activities planned to take account of the child's speech/language difficulties
- Individually model appropriate language/responses
- Individual and small group games to improve language skills
- 1:1 monitored adult support in the classroom
- Direct teaching to develop verbal and non-verbal communication
- Individual visual cues to support meaning
- Individual and group opportunities for role play
- Use of ICT to record and support learning

Specialist Services Accessed

- Occupational Therapist
- Speech and language Therapist – NHS and Reading University
- Educational Psychologist
- Learning Support Service
- Foundry College
- School Nurse
- CAMHS
- Addington Outreach
- Empowering Learning
- Post Adoption Service
- Counselling services including BWA
- Therapeutic services
- Sensory Consortium